



# Pupil premium strategy statement – English Martyrs' Catholic Primary School, Fenham

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview (October 25 Census)

Detail	Data
Number of pupils in school	468
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plan</b> )	2024/25 – 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Maria Elliott
Pupil premium lead	Kate Stephenson
Governor / Trustee lead	Jim Lawson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£247,890
Pupil premium funding carried forward from previous years	£ 0
<b>Total budget for this academic year</b>	<b>£247,890</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At English Martyrs' we are committed to ensuring that all children receive the support and resources they need to make good progress and achieve high attainment in their learning, irrespective of their background or the challenges they face. As a Catholic school, we strive to develop the full potential of all young people investing in the education of the whole person.

As a Catholic school, we strive to develop the full potential of all young people investing in the education of the whole person. Our pupil premium strategy will allow us to offer an exciting, challenging and inspiring curriculum with our Beatitudes for learning and our core values at the heart of all we do. We highlight with all staff and pupils, the importance of each individual's significance, within our community. In doing so, strive to ensure that all children are given opportunities to thrive, achieve their goals and become the best they can be. Our intention is that our pupils, irrespective of the challenges they face, will make good progress and achieve. The school aims to effectively and efficiently use its resources to have the maximum impact on the outcomes of disadvantaged pupils.

At English Martyrs', we assess the needs of children eligible for Pupil Premium individually, and as a group of children. This allows us to identify barriers to progress and to address these issues with targeted and group interventions rooted in careful observations and robust diagnostic assessment, not assumptions about the impact of disadvantage.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, who are looked after or have low attendance. The activities and resources we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This approach is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

The pupil premium strategy is cyclical and embedded within a broader strategic, school improvement cycle as well as encompassing key themes from the wider Bishop Bewick Trust, Improvement Action plan.

*"Ensure the needs of the child are at the centre of what we do. We will be brave, courageous and take risks for the sake of the children"*

The evidence-informed approach we adopt at English Martyrs' is rooted in tackling educational disadvantage in the classroom. Our three-year strategy will allow us to continually monitor, evaluate and adapt our plans to best meet the needs of our children and families. This is in line with the EEF guidance, 'Putting Evidence into work – A School's guide to implementation'.

In 2025- 2026 our main areas of focus will be:

- Improve classroom pedagogy by providing targeted support and supporting whole school adaptive teaching strategies- this enables us to act early to intervene at the point where need is identified. *(Linked to wider Trust work on effective use of classroom support)*
- Pupils are well supported on entry into school with language development and oracy skills
- Ensure that progress of disadvantaged pupils is not negatively impacted by social and emotional difficulties, including medical and mental health issues.

- Ensure that ALL pupils, including our disadvantaged, are challenged in the work they are set with high expectations and aspirations. (Maths school improvement plan.)
- Adopt a whole school approach where all staff take responsibility for the outcomes of disadvantaged pupils and raise expectations of what they can achieve.
- Enhance pupil well-being through strong relationship and promote an inclusive classroom culture where pupils feel safe, supported and listened too.
- Develop effective communication with pupils' families.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Limited oral language and communication skills for many children entering school, including pupil premium children. Limited communication on entry impacts on Phonics, Reading, Writing and Maths progress in subsequent years.
2	Some pupils struggle to attend regularly, and some are persistently absent. Our current attendance data among disadvantaged pupils has been lower than for non-disadvantaged pupils, particularly our free school meal children.
3	Some pupils eligible for pupil premium also have other factors such as SEND, EAL, adverse childhood experiences etc.
4	Social, emotional issues and mental health needs that affect learning behaviours and resilience.
5	Not all pupils have additional enriching opportunities, outside of school, to acquire the knowledge and cultural capital they need to succeed in life.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><i>We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium.</i></p> <p><b>To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.</b></p>	<ul style="list-style-type: none"> <li>• Increase the attendance rate for pupil premium students to match or exceed the school's overall attendance rate</li> <li>• Gap between Disadvantaged and non-disadvantaged pupils will reduce</li> <li>• Attendance data will show that disadvantaged pupils, classed as persistent absentees will reduce throughout the duration of this plan.</li> <li>• Reduce the number of pupil premium students with persistent absence (below 90%) by at least 10% over the course of the strategy.</li> </ul>

	<p><b>Autumn Term:</b></p> <p><i>Disadvantaged attendance – 92.7%</i></p> <p><i>Non-disadvantaged attendance – 94.7%</i></p> <p><i>Disadvantaged Persistence absence (less than 90%) – 13.2%</i></p> <p><i>Non-disadvantaged Persistence absence (less than 90%) – 13%</i></p>
<p><b>Improved Academic Outcomes (Closing the Achievement Gap)</b></p> <p><i>Pupils eligible for pupil premium funding will make at least expected progress in reading, writing, and mathematics to close the attainment gap with their non-pupil premium peers.</i></p>	<ul style="list-style-type: none"> <li>• Increase in the percentage of pupil premium pupils achieving expected standards in reading, writing, and mathematics at the end of each key stage.</li> <li>• At least 80% of pupil premium pupils in Year 6 achieve the expected standard in reading, writing, and mathematics by the end of the three-year strategy.</li> <li>• Year-on-year improvement in Key Stage 1 and Key Stage 2 assessment outcomes for pupil premium students, with a narrowing of the gap between pupil premium and non-pupil premium groups.</li> <li>• Increase in disadvantaged children passing the Year 1 phonics screening check.</li> </ul>
<p><b>Personal development and aspirations</b></p> <p><i>Pupils eligible for pupil premium funding will develop a stronger sense of self-confidence, resilience, and aspiration.</i></p>	<ul style="list-style-type: none"> <li>• At least 80% of pupil premium students demonstrate progress in personal development (measured through self-assessment, teacher observation, and pupil voice surveys – Zumos Data analysis).</li> <li>• Evidence of increased participation in extracurricular activities, with a 10% increase in pupil premium students attending clubs, music lessons, or sports.</li> <li>• Year 6 pupil premium students show increased awareness of career pathways or aspirations, as evidenced by career-related activities or discussions – engagement in personal development opportunities.</li> </ul>
<p><b>Targeted Interventions and Support (Whole School)</b></p> <p><i>Targeted interventions for vulnerable/ pupil premium pupils will be implemented to address specific learning gaps, including social and emotional support.</i></p>	<ul style="list-style-type: none"> <li>• Pupils receiving targeted interventions in literacy and numeracy make at least expected progress (impact of interventions is monitored and reported to SLT).</li> <li>• Social and emotional learning interventions result in improved behaviour for learning, with reductions in unacceptable behaviour for all – particularly vulnerable/pupil premium students (CPOMS audits)</li> <li>• Regular monitoring of progress through pupil progress meetings, showing evidence of tailored support leading to improvements in academic and behavioural outcomes.</li> </ul>

<p><b>Oracy and Language development in Early Years</b></p> <p><i>Pupils in the Early Years (EYFS) will develop strong oracy; speaking and listening skills, (including the ability to communicate clearly, listen attentively, and use an expanded vocabulary to express themselves confidently in both structured and unstructured settings).</i></p> <p><i>supporting their overall language development and school readiness. Ensure disadvantaged pupils are supported through specific intervention and quality resources for oracy development.</i></p>	<p>EYFS assessment data and observations will show:</p> <ul style="list-style-type: none"> <li>• Pupils, particularly disadvantaged pupils - will demonstrate <b>improved speaking skills</b>, using complete sentences and a varied vocabulary to express ideas and needs by the end of Reception.</li> <li>• Disadvantaged pupils will show <b>increased participation</b> in group discussions, peer interactions, and role-play activities, demonstrating the ability to take turns, listen, and respond appropriately.</li> <li>• Pupils will use <b>new vocabulary</b> in daily conversations, demonstrating progress in their language development and comprehension.</li> <li>• <b>Targeted interventions</b> will lead to a measurable improvement in speaking and listening skills for as tracked through observational assessments and termly reviews.</li> </ul>
<p><b>Increased Parental Engagement and Support</b> (part of Bishop Bewick Trust Improvement Plan)</p> <p><i>Parental engagement for vulnerable and disadvantaged families will increase, with parents actively supporting their children's learning and development, particularly in areas such as reading, language development, and oracy, to enhance academic outcomes and well-being.</i></p>	<ul style="list-style-type: none"> <li>• An increase in number of (vulnerable and disadvantaged) families will engage in school events, workshops, or activities designed to support their child's learning, including those focused on reading, phonics, and language development.</li> <li>• Positive feedback (e.g., from parent surveys or feedback forms) indicating that pupil premium parents feel equipped and confident to support their child's learning at home.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to invest in QFT CPD for staff: ensuring teachers spend most time	<a href="#">Sutton Trust – Improving the impact of teachers of pupil attainment (2011)</a>	1,2,3,4,5

<p>with the most vulnerable pupils.</p> <ul style="list-style-type: none"> <li>- EEF research based '5-a-day' principles for T&amp;L</li> <li>- Dedicated staff meetings for CPD linked to T&amp;L policy</li> <li>- T&amp;L policy and fully embedded and create clear vision for all staff/pupils.</li> <li>- Support for new staff and ECT</li> <li>- Focus on staff knowing and targeting lowest 20% attainers.</li> </ul> <p>Format of termly Pupil progress meetings to encourage deeper discussion around pupils needs and barriers to learning.</p>	<p>Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research<sup>3</sup> which has found that good teachers are especially important for pupils from disadvantaged backgrounds.</p> <p><a href="#">Supporting attainment of disadvantaged pupils (2015) DfE</a></p>	
<p>Government approved Synthetics Phonics Programme + CPD for all staff. Essential Letters and Sounds</p> <p>Online training and support package <a href="http://www.els.co.uk">www.els.co.uk</a></p> <p>Whole school phonics CPD</p> <p>DHT and Phonics champion training</p> <p>Release time weekly for phonics champion</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">EEF T&amp;L toolkit - Phonics</a></p> <p><a href="#">DfE validated Systematic Synthetic Phonics programme</a></p> <p><a href="https://essentiallettersandsounds.org/">https://essentiallettersandsounds.org/</a></p>	1,3
<p>Investment in ELS spelling for Year 3-6 to improve spelling and grammar across KS2. Provide consistently for all of our children following on ELS phonics.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">EEF T&amp;L toolkit - Phonics</a></p>	

	<a href="#">DfE validated Systematic Synthetic Phonics programme</a>  <a href="https://essentiallettersandsounds.org/">https://essentiallettersandsounds.org/</a>	
<p>Significant investment in updating and improving reading scheme (ongoing) within school. Decodable books synchronise with phonics being taught. All reading books are matched to the grapheme-phoneme correspondences (GPCs) the children already know as recommended by DfE (Reading framework, 2022) Autumn Term 25/26 – Additional 'Little Blending Books' purchased and additional flash cards and ELS resources for small group support.</p> <p>Interventions matched to gaps in children's learning and timetable interventions.</p>	<p><a href="#">Reading Framework (2021) EEF T&amp;L toolkit - Phonics</a></p> <p>The new reading framework explains the importance of having appropriate resources at the right stage of reading.</p> <p>Well organised resources which allow children to apply what they have been taught.</p> <p>Children should practice reading with a book decodable to them at their stage of learning.</p> <p><i>'The organisation of books matches the order in which the phonics programme introduces grapheme-phoneme correspondences (GPCs) and exception words.'</i></p>	1,3

<p><i>Begin Maths curriculum review 2025/26 – Maths Champion/DHT</i></p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Maths Lead/Phase leader/SLT release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Further develop maths curriculum – CPD for all staff.</p> <p>Working as part of Maths hub – Part of TRG.</p> <p>Mastering number in KS1 and Early Staff to access CPD.</p> <p>Mastering Number in Year 4/5 from Autumn term 25/26</p> <p>Mastering number Year 3 from summer term 25/26</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence- based approaches:</p> <p><u><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></u></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><u><a href="#">Improving Mathematics in Key Stages 2 and 3 Mastery Learning EEF Toolkit</a></u></p> <p>Working as part of Maths Hub with support from maths specialist – Current White Rose materials will be reviewed and NCTEM resources will compliment and/or replace some WRM.</p> <p><u><a href="https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/">https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/</a></u></p>	<p>1,3,4,5</p>
<p><b>Whole school behaviour policy reviewed – with inclusion of Oscar Romero Centre (ARP) and to be fully embedded this year.</b></p> <p>CPD given to all staff (Several staff new to school, including ECT).</p> <p>Improve consistency of implementation of BfL policy and</p>	<p>Behaviour interventions - <u><a href="#">EEF</a></u></p> <p><i>The Education Endowment Foundation (EEF) indicates that schools with positive behaviour management frameworks help foster a positive school climate, leading to improved engagement and achievement.</i></p> <p><i>The National Institute for Health and Care Excellence (NICE) has highlighted the benefits of adopting trauma-informed practices, which align closely with the PACE framework. Schools that embrace attachment-informed, empathic, and responsive approaches tend to see improvements in emotional well-being and behaviour.</i></p> <p><u><a href="https://cavuhb.nhs.wales/files/resilience-project/resilience-project-logo-adjustments/pace-pdf/">cavuhb.nhs.wales/files/resilience-project/resilience-project-logo-adjustments/pace-pdf/</a></u></p>	<p>1,2,3,4,5</p>



pathway.  <i>Tracking of housepoints and role of Phase Leaders.</i>		
Review the feedback policy 24/25 SLT Release time for CPD delivery/research. Developing role of subject champions and the expectations of their curriculum.	<a href="#">Primary   EEF</a> (2021)	
Further embed Talk4Writing approach  CPD for new staff and release time for English Champion to deliver in-house CPS, share good practice and support and coach staff.	<p>In a study led by Professor Teresa Cremin, it was found that children who engaged with <i>Talk for Writing</i> techniques, including story mapping, role play, and collaborative writing, made significant progress in their writing abilities. These children demonstrated better structure and creativity in their writing compared to peers who did not use the approach.</p> <p><a href="#">Full article: Writing as a craft: Re-considering teacher subject content knowledge for teaching writing</a></p> <p>The <i>Education Endowment Foundation</i> (EEF) also reports that <i>Talk for Writing</i> helps children of all abilities by providing a structured framework for understanding narrative and non-narrative writing. The approach fosters independence in students' writing by embedding key features of storytelling and non-fiction text structures through oral rehearsal and modelling, leading to improved writing quality.</p> <p>A central component of <i>Talk for Writing</i> is its focus on developing oral language skills, which are essential for writing. Research by <i>The National Literacy Trust</i> highlights that when children are given the opportunity to talk about their ideas and stories before writing them down, they develop stronger vocabulary and narrative skills. This is especially beneficial in primary schools where many students may have limited vocabulary or oral language skills.</p>	1,3,4,5
School employ own: Occupational therapist – 1 day School Nurse – 1 Day Counsellor – 1 day. S&L therapist -	<p>One of the key advantages of having these professionals on-site is the ability to identify and address issues early. Early intervention is crucial, particularly for students with additional needs. For example:</p> <ul style="list-style-type: none"> <li>• <b>Occupational Therapists (OTs)</b> can identify fine motor difficulties, sensory processing issues, and other challenges that may affect a child's ability to engage in learning and daily activities at school.</li> <li>• <b>Speech and Language Therapists</b> can quickly identify issues with speech, language, or communication skills that may hinder academic progress.</li> <li>• <b>School Nurses</b> can address health-related barriers to learning such as chronic illness, medication needs, or physical disabilities.</li> <li>• <b>Counsellors</b> can provide early support for emotional issues such as anxiety, stress, or trauma, which may otherwise go unnoticed.</li> </ul> <p>Early identification of special educational needs (SEN) and other barriers to learning leads to better long-term outcomes for students.</p>	1,2,3,4,5

	<a href="https://www.nasen.org.uk/early-identification-press-release-FINAL-130720.pdf">nasen-early-identification-press-release-FINAL-130720.pdf</a>	
Additional TA/HLTA to support vulnerable pupils across school.  Daily pastoral interventions.	Focus on emotional regulation, comprehension and reading strategies <a href="#">Reading comprehension strategies   EEFeck</a> <a href="#">Teaching Assistant Interventions   EEFeck</a> Pastoral time introduced for the first part of the morning, targeted daily well being check ins for vulnerable/disadvantaged children.	1,2,3,4,5  2,3,4
Purchase of standardised diagnostic assessments. TESTBASE MERIT (Introduce Autumn 24/25)  Consistency in assessment procedure throughout KS1 and KS2 *  *(Y6 may differ – SATS papers maybe used in order to prepare for national tests)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEFeck</a>	1,3
Whole school project- Cultural Match. Promoting social capital in school through an art project focusing on emotional resilience.	<a href="https://www.northeastmuseums.org.uk/learn/creative-classrooms-news/call-out-for-schools">https://www.northeastmuseums.org.uk/learn/creative-classrooms-news/call-out-for-schools</a>  Whole school project focused on the emotional resilience of others. Trips to the Shipley art Gallery, building professional relationships with outside companies to promote cultural capital and experiences for our children.	4,5

## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 92,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Time limited SALT interventions following targets implemented by SALT professionals. Staff utilise these materials and strategies in the whole class and for targeted intervention.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/oral-languageinterventions">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/oral-languageinterventions</a>	1,2,3,4,5
Provision of additional HLTA time to deliver intervention programmes to support children. Targeted support in	Importance of support staff staff deployment (Blatchford 2007). Improved social interactions , behaviour with TA in classrooms (Rubie-Davies et al, 2010)	1,2,3,4,5

class and through specific catch-up intervention  <i>Links to MITA project implementation.</i>	<a href="#">EEF (2016) Making best use of teaching assistants</a> <a href="#">Maximising the Practice of TA (2009) DISS project.</a>	
Delivery of ELSA intervention. Release of HLTA and CPD time.	<a href="#">What is ELSA Intervention? - Elsa Support</a> <a href="#">Other Research – ELSA Network</a>	1,2,3,4,5
Targeted booster sessions across school – Staff time and resources.	Support for pupils addressing GAPS in knowledge and preparation for end of Key Stage. <a href="#">Small group tuition   EEF</a>	1,2,3,4,5
Additional TA/HLTA to support vulnerable pupils across school.	<a href="#">Teaching Assistant Interventions   EEF</a>	1,2,3,4,5
Subsidised/paid Music Tuition	Learning a musical instrument can enrich students' lives and education. ( <a href="#">NAfME 2021</a> ). Pupils will have opportunities to perform, develop confidence and aspirations. <a href="#">The Benefits of Music Activity for Disadvantaged Children — Voices Foundation</a>	2,3,4,5

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 45,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support officer employed Focus on Family support, pupil safeguarding/wellbeing and attendance.	<p>Parental engagement focuses on ways in which parents, carers and families support and encourage their children's learning in school and everyday life. Schools play a vital role in supporting families to do this effectively and with confidence.</p> <p><a href="#">Supporting the whole family (DfE)</a></p> <p><a href="#">Parental Engagement – EEF toolkit</a></p> <p>FSO works with both children and their families.</p> <p>Support offered includes housing applications, benefit support, accompanying to appointments.</p> <p>Review of attendance and monitoring data, sharing with SLT – parents contracts and fines.</p> <p><a href="#">Supporting attendance   EEF</a></p>	2,3,4,5

<p>Continue to deliver quality social and emotional education offer – CPD and support from SEMH team within Newcastle LA.</p> <p>Zumos support and subscription used daily.</p> <p>Other wellbeing interventions including drawing and talking and Lego therapy delivered by support staff.</p> <p>20/20/20 strategy used over lunchtimes to reduce</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="https://www.eef.org.uk/publications/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowment foundation.org.uk)</a>  Lego Therapy -  <a href="https://www.ucl.ac.uk/educational-psychology/resources/CS1Songara16-19.pdf">https://www.ucl.ac.uk/educational-psychology/resources/CS1Songara16-19.pdf</a>  Drawing and talking therapy -  <a href="https://baat.org/publications/insight/winter-2022-23/art-therapy-in-primary-schools/">https://baat.org/publications/insight/winter-2022-23/art-therapy-in-primary-schools/</a></p>	<p>2,3,4,5</p> <p>2,3,4,5</p>
<p>2 x School Mini Bus (lease agreement)</p>	<p>Access to high quality, well planned and bespoke fieldtrips can further enhance the curriculum offer and support a broad curriculum offer. (<a href="#">Behernt &amp; Franklin 2014</a>)</p> <p>Providing exciting, fun and memorable, out of school experiences can support the development and enthusiasm for writing (<a href="#">EEF</a>). Busses offer a chance for children to visit specific places based on curriculum content and develop cultural capital at the local level.</p> <p>Busses offer transport to out of school sporting events, this allows for children and families without transport to take part in additional extra-curricular activities without the pressure of organising transport themselves. (<a href="#">EEF</a>)</p>	<p>2,3,4,5</p>
<p>Provide outdoor equipment for active and enjoyable playtimes. OPAL Accreditation and CPD for LSA and play leaders.</p> <p>Further enhancements to outdoor areas.</p>	<p>From our own research, experience, pupil voice and observations – we know that many of our children are able to regulate emotions much better following this type of activity and therefore this has a direct impact on their education, learning and attainment.</p> <p>Support with play opportunities and support children to engage in play and positive activities over lunch break</p>	<p>1, 2,3,4,5</p>
<p>Offer a range of after School clubs</p>	<p>ASC are either free or subsidised for vulnerable and disadvantaged pupils – we work with families on an individual basis to support this.</p> <p>Sports Clubs, Drama Club, Knit and Natter, German club currently run in Autumn Term 24/25</p> <p><a href="#">EEF – extending school time</a></p>	<p>1, 2,3,4,5</p>
<p>Targeted Breakfast club (Daily)</p> <p>Ran by HLTA/TA on rota basis</p>	<p>According to a <a href="#">government study</a>, pupils being hungry has been linked with poor concentration in class. Breakfast clubs can have positive impacts on pupils' ability to concentrate, and pupils who have eaten breakfast are more prepared to learn.</p> <p>A free breakfast club is on offer. This has supported with the attendance and punctuality of some children and also enables them to prepare, self-regulate and start school ready to learn. Average numbers accessing daily 15 pupils – Autumn 24/25</p>	<p>2,3,4</p>

CPOMS subscription – supporting safeguarding and behaviour tracking.	CPOMS is used to record or monitoring Safeguarding, wellbeing and all pastoral issues.	2,3,4
Safeguarding SLA – Clennell Education Services	Ongoing support for staff and SLT. Termly safeguarding audits.	
Financial support to parents for residential/trips and events  Access to a wide range of personal development opportunities including those working with emergency services and other key agencies. (Police, fire and rescue, NHS).	For many disadvantaged families, the residential trips will provide experiences that they may not normally be able to participate in. <ul style="list-style-type: none"> <li>- Borrowdale</li> <li>- Sport events</li> <li>- Cultural Capital</li> <li>- Theatre</li> <li>- Durham university (including outreach work)</li> </ul> Other school visits/trips linked to curriculum are either fully paid or heavily subsidised to enable all children to participate. <a href="#">EEF blog: A Balanced Approach to Professional Development   EEF</a>	2,3,4,5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. There are also a number of families who do not have access to public funds and benefits.  In our experience, this can be used for: <ul style="list-style-type: none"> <li>- Emergency accommodation</li> <li>- Uniform</li> <li>- Food vouchers</li> </ul>	1,2,3,4,5

**Total budgeted cost: £ 247,890**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year

In 2024/25 academic year, English Martyrs' had 39% of children, eligible for FSM. This number of PP eligible pupils has increased over the period of the previous 3-year Pupil Premium strategy and this trend is likely to continue.

#### Academic Year 2024/25

- 27% (42) of disadvantaged pupils have a SEN provision
- 52% (82) of disadvantaged pupils are minority ethnicity, 11.8% higher than the national of 37.2%.
- 44% (70) of disadvantaged pupils have a first language other than English.

Intended outcome	Outcomes - End of 2024/25
<p>Improve the percentage of PP children attaining expected level in reading, writing and maths.</p> <p>Improved academic outcomes</p> <p>Pupils eligible for pupil premium funding will make at least expected progress in reading, writing, and mathematics to close the attainment gap with their non pupil premium peers.</p>	<p><u>KS1</u></p> <ul style="list-style-type: none"> <li>39% of disadvantaged children were on track for reading, writing, and maths. This is a decrease of 8% from 47.4% the previous year.</li> <li>Our disadvantaged cohort's data is 7% lower than the National Average.</li> <li>There is a larger gap between disadvantaged and non disadvantaged children.</li> </ul> <p>Multiplication check</p> <ul style="list-style-type: none"> <li>TBC</li> </ul> <p><u>KS2</u></p> <ul style="list-style-type: none"> <li>44% of schools' disadvantaged cohort achieved the expected standard in reading, writing and Maths.</li> <li>Our disadvantaged cohort data has decreased by 11% from the following year 2023/24 (55%)</li> <li>Our disadvantaged cohort Reading, Writing and Maths gap nationally has increased by 4.1% compared to the decrease of 10.1% last year.</li> <li>Not all children made at least expected progress, and this continues to be a target for school.</li> </ul>
Improved oracy and language skills within Early Years	<ul style="list-style-type: none"> <li>75% of our disadvantaged cohort reached the expected standard in communication and interaction.</li> <li>Disadvantaged children achieved 75% in Communication and Interaction compared to 64%</li> <li>The gap between the disadvantaged cohort and national is closing.</li> </ul>
<p>Personal development and aspirations.</p> <p>Pupils eligible for pupil premium funding will develop a stronger sense of self confidence, resilience, and aspiration.</p>	<ul style="list-style-type: none"> <li>At least 78% of our pupil premium students demonstrate good progress in personal development. (Measured by Zumos and teach assessment)</li> <li>Evidenced increase in participation of extracurricular activities with a slight increase again on pupil premium children.</li> </ul>
To further improve attendance. Narrow the gap in attendance between disadvantaged pupils and non-disadvantaged pupils.	<p>Coloured zones of attendance embedded.</p> <p>Updated absence policy with clear guidance for parents, in line with LA.</p> <p>Parent warning letters issued / Holiday fines issued where appropriate.</p> <p>Attendance celebrated (green zone) with opportunity for rewards.</p>

	<p>Free breakfast club offers vulnerable families, including those with poor attendance/punctuality.</p> <ul style="list-style-type: none"> <li>Disadvantaged children had 93% attendance, which was in line with non-disadvantaged children. (94%).</li> <li>Persistent absence was 5% higher (22.3% for disadvantaged pupils compared to non-disadvantaged (17.2%) this is a 1.2% increase from last academic year (23/34)</li> </ul>
<p>Targeted interventions and support (Whole school)</p> <p>Targeted interventions for vulnerable/pupil premium pupils will be implemented to address specific learning gaps, including social and emotional support.</p>	<p>Interventions are used to target gaps identified from assessments.</p> <p>Social and emotional support is offered through various interventions and has had a positive impact. Pupil voice shows that children are being emotionally supported at school through the use of counselling, school nurse and school pastoral support system.</p> <p>Further staff have been training in drawing and talking. Lego therapy is consistently used well to aid with wellbeing and regulation.</p> <p>ELSA is used for emotional literacy and is used effectively in EYFS/KS1. It has enabled children to regulate their anxieties and has equipped those struggling to help understand their emotions better.</p> <p>Interventions are closely matched to gaps from assessments. Interventions are delivered by high skilled staff to address gaps and misconceptions.</p>
<p>Increased Parental engagement and support.</p> <p>Parental engagement for vulnerable and disadvantaged families will increase, with parents actively supporting their children's learning and development particularly in areas such as reading, language development, and oracy, to enhance academic outcomes and well being.</p>	<p>Increased number of families engaged in workshops for reading/phonics in EYFS/KS1.</p> <p>Knit and Natter was a success within our KS2; children and parents worked together to create a blanket.</p> <p>School have engaged parents with various events around reading, phonics working alongside parents to educate their children.</p> <p>In EYFS school hold Stay and Play sessions in which parents attend and play alongside their child for a session; this enables our parents to see how their child is taught through play.</p> <p>All of these workshops have seen an increase of engagement.</p>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*



Programme	Provider
Digimap	Edinburgh University
Speech link	
ELS	OUP
Test base	
Lexia	Lexia Learning
Reading Buddy	OUP
ELSA	
Parent communication tool - Tapestry	

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

## Further information (optional)

Our teaching and learning policy will ensure that there is a focus on retention, recall and metacognition, working closely to implement the EEF's '5-a-day' approach to teaching.

The strategy is in line with the wider Bishop Bewick Catholic Education Trust's vision to support the most vulnerable pupils and ensure they meet their full potential.

This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non- disadvantaged pupils in our school as well as pupils with Special Educational needs.

Having introduced this approach in the 22/23 academic year, this was further developed in 23/24 and forms a major part of the Teaching and Learning in school, linked to the SIP and teacher appraisal targets. We will look to full embed this approach by the end of 25/26 academic year with staff confidently using 5-a-Day approach.

In addition, the school will adopt a tiered approach to supporting disadvantaged pupils in order to balance approaches to improving teaching, targeted academic support and wider strategies, in line with EEF recommendations. The tiered approach will ensure the school focuses on a small number of strategies that are likely to make the biggest difference

### Key Principles of our Strategy Plan:

- Improve classroom pedagogy by providing targeted support and supporting whole school quality first teaching (QFT) strategies (fully embedding EEF 5-a-day approach)
- Ensure that progress of disadvantaged pupils is not negatively impacted by social and emotional difficulties, including medical and mental health issues.
- Ensure that ALL pupils are challenged in the work they are set with high expectations and aspirations.
- An ambitious curriculum for all which puts emphasis on ensuring all children are able to read at an age-appropriate level of fluency.
- A whole school approach where all staff take responsibility for the outcomes of disadvantaged pupils and raise expectations of what they can achieve.

THE PUPIL PREMIUM TIERED MODEL



- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.